Lisa Duvalsaint 11/1/2016

CBSE 7201 Prof. O'Connor

Wiki Assignment #6

15. Ariës, R., & Cabus, S. (2015). Parental homework involvement improves test scores? A review of the literature. *Review of Education,* *3*(2), 179-199.

This review specifically focuses on the correlations between various parent strategies and student achievements in compulsory education. It demonstrates that when parents facilitate, structure or emotionally support the homework process and, as such, are not actively involved in assisting in homework tasks, then the literature indicates indecisive or negative results. However, when parents are directly involved in assisting their children during homework tasks, then positive correlations were found throughout the literature, in particular when parents engage in meta‐strategies or support the child's understanding of homework. While policy is primarily focused on providing instruments for parents to facilitate or structure the homework process, the current review suggests that parents need to be better informed on specific strategies that accommodate the student's need when assisting in homework tasks in order to improve achievements.

16. Cooper, Lindsay, & Nye. (2000). Homework in the Home: How Student, Family, and Parenting-Style Differences Relate to the Homework Process. *Contemporary Educational Psychology,* *25*(4), 464-487.

Parents were surveyed about involvement in their child's homework. An analysis revealed three dimensions of homework involvement similar to those found in more general studies of parenting style. These dimensions were autonomy support, direct involvement, and elimination of distractions. A fourth dimension, parental interference, differentiated itself from autonomy support for students in higher grades. Two-thirds of parents reported some negative or inappropriate form of involvement. Parenting style for homework was then related to student and family characteristics and student schooling outcomes. Results indicated parents with students in higher grade levels reported giving students more homework autonomy and less involvement of all other types. Parents in poorer families reported less support for autonomy and more interference. Parents reported less elimination of distractions when an adult was not at home after school and, for elementary school students, when there were more than one child living in the home. Elementary school parents of males reported more direct involvement in homework, while high school parents of females reported more direct involvement. More parental support for autonomy was associated with higher standardized test scores, higher class grades, and more homework completed. More positive parent involvement was associated with lower test scores and lower class grades, especially for elementary school students.

17. Gutman, L., & McLoyd, M. (2000). Parents' Management of Their Children's Education Within the Home, at School, and in the Community: An Examination of African- American Families Living in Poverty. *The Urban Review,* *32*.

This study was done to examine variation in parents' management of their children's education within the home, at school, and in the community as a function of whether their children were experiencing academic success or academic problems. Within the home, parents of high achievers used more specific strategies to help their children with their schoolwork and had more supportive conversations with their children than parents of low achievers. At their children's school, parents of high achievers not only were more involved but had different reasons for their involvement than parents of low achievers. In the community, more parents of high achievers explicitly engaged their children in activities to support their achievement than parents of low achievers. Implications for parents, schools, and communities are discussed.

18. Hughes, J., Kwok, O., & Harris, Karen R. (2007). Influence of Student–Teacher and Parent–Teacher Relationships on Lower Achieving Readers' Engagement and Achievement in the Primary Grades. *Journal of Educational Psychology,* *99*(1), 39-51.

This study was conducted among 443 ethically diverse low achieving 1st graders in Texas. The authors tested a theoretical model positing that (a) the quality of teachers' relationships with students and their parents mediates the associations between children's background characteristics and teacher-rated classroom engagement and that (b) child classroom engagement, in turn, mediates the associations between student–teacher and parent–teacher relatedness and child achievement the following year. African American children and their parents, relative to Hispanic and Caucasian children and their parents, had less supportive relationships with teachers. These differences in relatedness may be implicated in African American children's lower achievement trajectories in the early grades. Implications of these findings for teacher preparation are discussed.

19. Stephenson, Kathy A., Parrila, Rauno K., Georgiou, George K., & Kirby, John R. (2008). Effects of Home Literacy, Parents' Beliefs, and Children's Task-Focused Behavior on Emergent Literacy and Word Reading Skills. *Scientific Studies of Reading,* *12*(1), 24-50.

This study examined the effects of home literacy (shared book reading, teaching activities, and number of books), children's task-focused behavior, and parents' beliefs and expectations about their child's reading and academic ability on kindergarten children's phonological sensitivity and letter knowledge and on Grade 1 word reading. The results showed that, after controlling for nonverbal IQ and vocabulary, home literacy instruction prior to kindergarten, parents' beliefs about their children's reading ability, and children's task-focused behavior were significant predictors of two or more of the dependent variables. Storybook reading did not account for unique variance in any of the dependent variables.

20. Walker, A. R., Collins, T. S., & Moody, A. K. (2014). Homework supports for children with learning disabilities. *Childhood Education*, *90*(4), 319.

This article discusses how parents struggle to find effective ways to support learning homework and independence. It particularly focuses on how learning is sometimes compromised with children that have learning disabilities. It provides parents with specific strategies and suggestions when helping children with disabilities complete homework assignments.